

**STRATEGIC SCHOOL PROFILE 2008-09****Ansonia School District**

CAROL C. MERLONE, Superintendent  
Telephone: (203) 736-5095

Location: 42 Grove Street  
Ansonia,  
Connecticut

Website: [www.ansonia.org](http://www.ansonia.org)

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This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district, testing services, or the US Census. Profiles and additional education data, including longitudinal data, are available on the internet at [www.sde.ct.gov](http://www.sde.ct.gov).

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**COMMUNITY DATA**

County: New Haven	Per Capita Income in 2000: \$20,504
Town Population in 2000: 18,554	Percent of Adults without a High School Diploma in 2000*: 17.9%
1990-2000 Population Growth: 0.8%	Percent of Adults Who Were Not Fluent in English in 2000*: 3.3%
Number of Public Schools: 4	District Enrollment as % of Estimated. Student Population: 89.1%

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\*To view the Adult Education Program Profiles online, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on Adult Education, then Reports.

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District Reference Group (DRG): H DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

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**STUDENT ENROLLMENT**

Enrollment on October 1, 2008	2,713
5-Year Enrollment Change	0.9%

**DISTRICT GRADE RANGE**

Grade Range	PK-12
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**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	1,479	54.5	45.2	30.3
K-12 Students Who Are Not Fluent in English	73	2.8	11.9	5.2
Students Identified as Gifted and/or Talented	0	0.0	3.2	4.0
PK-12 Students Receiving Special Education Services in District	268	9.9	11.1	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	144	64.3	75.2	79.7
Homeless	1	0.0	0.3	0.2
Juniors and Seniors Working 16 or More Hours Per Week	16	5.2	22.1	19.0

## SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	12	0.4
Asian American	54	2.0
Black	564	20.8
Hispanic	591	21.8
White	1,492	55.0
Total Minority	1,221	45.0

**Percent of Minority Professional Staff:** 6.6%

**Open Choice:** 3 student(s) attended this district as part of the Open Choice program. Open Choice brings students from urban areas to attend school in suburban or rural towns, and students from non-urban areas to attend city schools.

**Non-English Home Language:** 11.0% of this district's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 26.

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### EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

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Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

The Ansonia Public School District educates a student population that is increasingly poorer in terms of economic status, but not in terms of opportunities that reduce racial, ethnic, and economic isolation. The greatest contribution toward these efforts has been the creation of a Human Relations Club at our high school and middle school. This student-led organization has grown to nearly 100 members between the two buildings, and they have sponsored two annual Community Conferences and a Student Conference that have drawn a combined 500 people. In addition, this group works closely with Ansonia's mayor, which formed a Task Force on Race & Ethnicity. Several club members serve on the mayor's task force in order to coordinate activities. In addition, our students teamed up with the Anti-Defamation League to host the workshop, "A Beginning Conversation on Respect for All," for nearly 300 Ansonia Public School staff members in late August 2008. We began working with the Boys & Girls Club of the Lower Naugatuck Valley in 2002 when our five-year, 21st Century Community Learning Center Grant was approved. This collaborative brought middle school programming for grades 6-8, providing after school tutoring and enrichment/recreational activities three hours each day for the majority of the school year. More than 100 students joined the Club, nearly 20% of the school population. When the grant ended in 2007, the Club continued the program, although at a reduced capacity. This past year, we began a three-year project to provide literacy and recreational support to the two community-based after school programs in our city, operated by Ansonia Community Action (approximately 20 children) and the Tinney Community Center (approximately 50 children). The Boys and Girls Club, which opened a satellite Club in Ansonia this past April, is also partnering with us, providing recreational support at the two sites.

Many of our K-12 teachers lead programs that bring Ansonia students into other communities and learning experiences, including the ACES Sister Schools Program, State Department of Education Interdistrict Cooperative Grant Programs, and our new relationship with EastConn and Project Opening Doors. We participate in the New Haven Magnet School Program, and 182 of our students attended one of the magnet schools last year.

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## STUDENT PERFORMANCE

**Connecticut Mastery Test, Fourth Generation, % Meeting State Goal.** The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	33.2	54.6	7.5
Writing	57.9	62.5	28.9
Mathematics	60.3	62.8	30.8
Grade 4 Reading	54.1	60.7	17.8
Writing	52.6	64.2	12.1
Mathematics	80.9	63.6	78.0
Grade 5 Reading	52.2	66.0	12.4
Writing	59.6	66.5	23.5
Mathematics	79.3	68.8	63.6
Science	45.2	58.1	13.6
Grade 6 Reading	50.9	68.9	11.0
Writing	43.2	62.2	10.4
Mathematics	69.4	68.8	34.4
Grade 7 Reading	63.6	74.9	14.6
Writing	59.6	62.9	29.3
Mathematics	56.7	66.0	19.7
Grade 8 Reading	49.3	68.4	12.3
Writing	44.6	66.5	9.7
Mathematics	49.5	64.5	16.1
Science	28.7	60.6	9.0

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to [www.ctreports.com](http://www.ctreports.com).

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on "No Child Left Behind."

**Connecticut Academic Performance Test, Third Generation, % Meeting State Goal.** The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scoreable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented.

CAPT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Reading Across the Disciplines	25.2	47.4	14.4
Writing Across the Disciplines	27.3	55.0	9.2
Mathematics	12.5	47.8	6.1
Science	20.4	42.8	12.2

For more detailed CAPT results, go to [www.ctreports.com](http://www.ctreports.com).

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on "No Child Left Behind."

**Physical Fitness.** The assessment includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Physical Fitness: % of Students Reaching Health Standard on All Four Tests	District	State	% of Districts in State with Equal or Lower Percent Reaching Standard
	23.7	36.2	16.3

SAT® I: Reasoning Test Class of 2008		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		65.1	74.5	
Average Score	Mathematics	443	507	11.6
	Critical Reading	462	503	13.2
	Writing	468	506	15.5

SAT® I. The lowest possible score on each SAT® I subtest is 200; the highest possible score is 800.

Graduation and Dropout Rates	District	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Class of 2008	91.4	92.1	27.5
Cumulative Four-Year Dropout Rate for Class of 2008	7.0	6.6	31.4
2007-08 Annual Dropout Rate for Grade 9 through 12	1.6	2.5	36.5

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	73.2	84.1
% Employed (Civilian Employment and in Armed Services)	24.8	11.0

## RESOURCES AND EXPENDITURES

### DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education	
Teachers and Instructors	152.00
Paraprofessional Instructional Assistants	57.72
Special Education	
Teachers and Instructors	23.00
Paraprofessional Instructional Assistants	32.00
Library/Media Specialists and/or Assistants	5.00
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	5.00
School Level	9.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	5.00
Counselors, Social Workers, and School Psychologists	13.60
School Nurses	4.60
Other Staff Providing Non-Instructional Services and Support	102.30

In the full-time equivalent (FTE) count, staff members working part-time in the school district are counted as a fraction of full-time. For example, a teacher who works half-time in the district contributes 0.50 to the district's staff count.

Teachers and Instructors	District	DRG	State
Average Years of Experience in Education	11.7	13.9	13.6
% with Master's Degree or Above	72.6	75.7	76.1

Average Class Size	District	DRG	State
Grade K	20.5	18.9	18.3
Grade 2	23.0	19.1	19.3
Grade 5	20.6	20.2	21.0
Grade 7	19.0	19.8	20.5
High School	18.6	21.1	19.3

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	1,009	963	988
Middle School	1,064	1,007	1,016
High School	962	995	1,007

\*State law requires that at least 900 hours of instruction be offered to students in grade 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Students Per Academic Computer	Dist	DRG	State
Elementary School*	6.3	3.5	3.3
Middle School	4.2	2.9	2.6
High School	4.0	2.8	2.4

\*Excludes schools with no grades above kindergarten.

## DISTRICT EXPENDITURES AND REVENUES, 2007-08

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	PK-12 Districts	DRG	State
Instructional Staff and Services	\$17,399	\$6,371	\$7,521	\$8,113	\$7,522
Instructional Supplies and Equipment	\$892	\$327	\$267	\$262	\$271
Improvement of Instruction and Educational Media Services	\$849	\$311	\$461	\$454	\$446
Student Support Services	\$978	\$358	\$808	\$803	\$806
Administration and Support Services	\$3,497	\$1,281	\$1,351	\$1,397	\$1,369
Plant Operation and Maintenance	\$2,467	\$903	\$1,382	\$1,297	\$1,377
Transportation	\$1,302	\$429	\$649	\$577	\$644
Costs for Students Tuitioned Out	\$2,184	N/A	N/A	N/A	N/A
Other	\$611	\$224	\$152	\$83	\$151
<b>Total</b>	<b>\$30,178</b>	<b>\$10,261</b>	<b>\$12,869</b>	<b>\$13,078</b>	<b>\$12,805</b>
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	\$3,858	\$1,413	\$1,791	\$1,197	\$1,759

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$7,169,740	23.8	20.7	20.5

**Revenue Sources, % of Expenditures from Source.** Revenue sources do not include state funded Teachers' Retirement Board contributions, vocational-technical school operations, SDE budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Corrections).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
Including School Construction	33.9	59.9	5.0	1.3
Excluding School Construction	33.3	59.7	5.6	1.4

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### EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

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Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

It is the policy of the Ansonia Board of Education that each school in the district receives comparable resources, taking into account financial limitations and differing needs among schools and grade levels. A four-step process is used to ensure equity: First, each building administrator works with her/his staff to assess grade-level curricular needs and develop a proposed annual budget. Then, each administrator meets with the Superintendent to explain and justify this proposed building budget. Once the Superintendent has all submissions compiled, she applies her own review and adjustment process to balance the distribution of funding among buildings and initiatives checking that all budget requests are aligned to the goals of District Improvement Plan. Sometimes competing requests need to be evaluated and prioritized on the basis of which will add the highest value to help the district achieve its student achievement goals. Once finished, the “Superintendent’s Budget” is presented to the Board of Education for final approval.

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### SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	304
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	10.7%

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Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities				
Disability	Count	District Percent	DRG Percent	State Percent
Autism	28	1.0	0.7	0.8
Learning Disability	88	3.1	4.0	3.9
Intellectual Disability	22	0.8	0.5	0.5
Emotional Disturbance	29	1.0	0.9	1.0
Speech Impairment	62	2.2	2.3	2.3
Other Health Impairment*	53	1.9	1.9	2.1
Other Disabilities**	22	0.8	1.2	0.9
Total	304	10.7	11.5	11.6

\*Includes chronic health problems such as attention deficit disorders and epilepsy

\*\*Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible	District	State
% Who Graduated in 2007-08 with a Standard Diploma	78.3	81.4
2007-08 Annual Dropout Rate for Students Aged 14 to 21	N/A	3.5

## STATE ASSESSMENTS

**Percent of Students with Disabilities Meeting State Goal.** The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. These results are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities. Results for fewer than 20 students are not presented.

- **Connecticut Mastery Test (CMT), Fourth Generation.** The CMT reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the CMT science test to students in Grades 5 and 8.
- **Connecticut Academic Performance Test (CAPT), Third Generation.** The CAPT is administered to Grade 10 students.

State Assessment		Students with Disabilities		All Students	
		District	State	District	State
CMT	Reading	14.3	30.2	50.3	65.7
	Writing	10.6	19.5	53.0	64.1
	Mathematics	25.4	30.7	65.8	65.7
	Science	10.0	23.8	36.5	59.4
CAPT	Reading Across the Disciplines	N/A	N/A	25.2	47.4
	Writing Across the Disciplines	N/A	N/A	27.3	55.0
	Mathematics	N/A	N/A	12.5	47.8
	Science	N/A	N/A	20.4	42.8

For more detailed CMT or CAPT results, go to [www.ctreports.com](http://www.ctreports.com). To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on "No Child Left Behind."

Participation in State Assessments of Students with Disabilities Attending District Schools		
CMT	% Without Accommodations	24.1
	% With Accommodations	75.9
CAPT	% Without Accommodations	64.7
	% With Accommodations	35.3
% Assessed Using Skills Checklist		20.3

Accommodations for a student's disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT and CAPT.

Federal law requires that students with disabilities be educated with their non-disabled peers as much as is appropriate. Placement in separate educational facilities tends to reduce the chances of students with disabilities interacting with non-disabled peers, and of receiving the same education.

K-12 Students with Disabilities Placed in Educational Settings Other Than This District's Schools		
Placement	Count	Percent
Public Schools in Other Districts	0	0.0
Private Schools or Other Settings	35	11.5

Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers				
Time Spent with Non-Disabled Peers	Count of Students	Percent of Students		
		District	DRG	State
79.1 to 100 Percent of Time	212	69.7	68.5	72.7
40.1 to 79.0 Percent of Time	55	18.1	16.6	16.1
0.0 to 40.0 Percent of Time	37	12.2	14.8	11.2

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**SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this district.

The 2008-09 academic year was one of considerable district improvement planning and implementation for the Ansonia School District. Identified as a district “in need of improvement” under No Child Left Behind legislation, the district entered into partnership with the CT Department of Education to receive training and support through the Connecticut Accountability for Learning Initiative (CALI). All staff members were trained in Decision-Making for Results/Data Teams and a 3-tiered data team structure was established throughout the district: District Data Team, School Data Teams, and Instructional Data Teams. Cohorts of teachers and administrators participated in various CALI training modules over the year in order to build and sustain district capacity for continuous improvement. The district sought to build on the tremendous success of a new math program implemented in grades 3-5 during the 07-08 school year by bringing the same strategies down to grade 2 and up to grade 8. This resulted in increased 09 CMT scores in math, grades 3-8. A collaboratively developed Lesson Plan Template was implemented in all buildings. The template and classroom walkthroughs followed by feedback from administrators to teachers served to communicate common language and expectations for teaching and learning throughout all schools. The district underwent a comprehensive evaluation by the Cambridge Review Team. Using recommendations from the Cambridge Review and a deep analysis of achievement data, the District Data Team began developing a District Improvement Plan to guide efforts to increase achievement and close achievement gaps over the next 3 years. Standards-based LA and math curriculum development began in the spring of 2009 for grades K-12 resulting in common performance tasks and assessments. Five new AP courses were created and implemented at the high school. Workshops were offered to all staff to promote the use of technology to enhance teaching and learning. Special Education initiatives included a new Life Skills Center at AHS. The district sought to involve parents and community members in educational initiatives through: participation in the District and School Data Teams; community forums on CALI and the Cambridge Report; and planned family educational programs at each school.

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